



A Day in the Life of Kitt

How Kitt can be Used Throughout the
Whole School Day

What is Kitt?

Kitt is an interactive, non-moving robot, specifically designed to be used by children to support learning and wellbeing needs. It features a built-in camera, video recorder and voice recorder, and is a versatile tool for use in classrooms, the wider school environment and children's homes.

Kitt is very user-friendly, with child-like features and easy to use functions. Made from durable material to withstand constant use, Kitt has also been designed as a tactile robot catering for a range of sensory needs. It has a smooth exterior, vibrates, lights up, and produces sounds when touched or moved. Additionally, Kitt's child-like voice enables children to relate to it.

Kitt does not require an internet connection to operate and is able to store up to 8Gb of multimedia files on its memory card. Teachers can easily transfer audio, video and image files on to Kitt for children to access. The files can also be uploaded and saved onto a computer, so teachers are able to evidence children's work and share Kitt's files with the whole class on the interactive whiteboard.



Hello. My name is Kitt.

In this document, I am going to tell you all about the different ways I can be used throughout the school day, including beyond the classroom.

You will find out just how versatile I am!

Kitt's School Day

8:45 – The Start of the School Day

I sit in my special place in the classroom where children can find me if they need me to help them settle into the school day. Children can stroke me, talk to me or look at the day's timetable that their teacher has put on my files. There's also starting and settling in activities on my files that children can access. The children especially like the videos that explain the activities.

If I have been home with a child, I might have special messages on my files from parents to help the child settle throughout the day.



9:00 - Registration

The teacher sets and starts my timer, to give the children time to get organised and settled before taking the register. As well as the visible countdown on my screen, my changing tummy colour helps children know how long they've got. My tummy turns green when my timer starts, then orange when half the time has gone, and red when time is nearly up. When time is up, my alarm goes off and my tummy turns blue!

To mark the start of the school day, I play a special song that the class created, and we all sing together.



9:10 – English



I put on my special cape that the children made me for English lessons.

I start by playing an alphabet song which the children sing along to. Then the children take me to their desks and listen and practise saying some phonemes that the teacher has uploaded onto my files. I play different phonemes to different children, depending on their needs.

Next, the teacher shares some of my files that have been uploaded onto the computer. The files are of some role plays that the children recorded in the last English lesson. The children watch the role plays and magpie ideas for a piece of writing as a whole class.

I then sit with some of the children to help them write. They can use me to watch the role play videos again, if they need to. The children also say their sentences first to me and listen back to them, before they write them down.

When the children finish their writing, they use me to take a photograph of their work, and then record an audio file of them reading it out. I save this to my memory card which will be available for each child to refer to and for a teacher to review.

Sometimes I stay at the front of the class and my timer is used to show the children how long they have to complete an activity.

At the end of the lesson, my timer starts to count down from 5 minutes, so the children know how long they have to tidy up.



10:15 – Break Time



If it's a chilly day, a child will dress me in my hat and scarf; if it's a bright day, I will put my sunglasses on.

If a child would like me as their playtime buddy, I go out with them. They can select 'Play Mode' from my menu options. In Play Mode, my buttons will be disabled, so I can be played with uninterrupted. I will vibrate and my tummy will turn pink, if the children stroke me. I love being lifted and moved around too – I makes a "wheeee" sound to show how much I like it. I am also very tough, so it doesn't matter if I take the odd tumble!

If I am not needed by a child, I place myself on the buddy stop so children can play with me if they wish. Children love to stroke and cuddle me. They like to tell me things and record videos of things they're interested in or things they want to show me, such as a dance routine or new game that they have come up with.



10:30 – Assembly

Sometimes I will sit with a child to help them feel safe. If needed, my volume and vibrate can be turned off so I don't disturb other children.

Sometimes I get to be at the front of the school hall, watching how well the children come in. If they come in really well, I get to play one of my special songs which a teacher has put on my files.

On some occasions, a teacher will share some of my files with the whole school to show off what the children have been up to. This can be a whole range of things - songs, some writing, artwork, science experiments, music compositions etc. I can store many files so there is always lots I can share.

I am not always in the school hall though, during assembly time. Sometimes I may spend time with a child in another safe place, so they can talk to me about things that might be troubling them or to explain something that has happened during breaktimes.

Or sometimes I might spend time with a small intervention group. A teacher will have uploaded files onto me to support the children.



10:45 – Maths

I put on my special cape that the children made me for Maths lessons.

Firstly, my timer is used for warm-up activities to add pace to learning.

Afterwards, I sit with a small group of children, while the teacher explains a task to the rest of the class. The children in the group use me to watch and listen to a video that the teacher has pre-recorded. The children can watch the video as often as they like to help them complete the task.

I also have extension tasks stored on my memory card. When children have finished their work, they can view my photographs and watch and listen to videos to help them with the tasks. When the children have finished, they use me to take a photograph of their work then create a voice recording to explain how they completed the task. The videos and photographs are saved on my memory card for each child to refer to and for the teacher to review.

At the end of the lesson, the teacher puts on my timer so the children know how long they have to tidy up. When my alarm goes off, all children should be tidy and ready for the next activity.



11:55 – Story Time

The teacher takes off my Maths cloak to show that I'm ready for story time.

Sometimes the teacher uses me to record themselves reading the class a story, then a child can take me home and listen to the story again.

Sometimes a child will read a story to me in a quiet part of the classroom, or I will play a story to them, while the teacher shares another story with the class.

Other times, the teacher will play stories that children have written themselves and read to me. Or I will play stories read by another adult – this is sometimes another adult in school, a member of the community or a child's parent or grandparent.

If a child needs support with listening quietly to stories, I will sit with them. They can stroke and cuddle me while we listen together.



12:15 – Dinner Time

If it's a chilly day, a child will dress me in my hat and scarf; if it's a bright day, I will put my sunglasses on.

If a child would like me as their playtime buddy, I go out and play with them. If not, I sit on the buddy bench ready for any child that wants to talk or play with me.

Sometimes I go into the dinner hall with a child. I can offer comfort and companionship amongst the hustle and bustle, if a child is feeling scared or lonely. I'm easy to wipe clean too, so I don't mind if a bit of food or drink gets on me.

Sometimes I take part in lunch time clubs, such as reading and music clubs. I love playing music and sharing stories with children. The children also enjoy using my voice recorder to record themselves reading to me and playing music to me on musical instruments.



13:15 – Afternoon Registration

If I am wearing outdoor clothes, the teacher takes them off and sets my timer, so the children know how long they've got to get settled ready for afternoon registration.

After my alarm sounds, sometimes I play an afternoon song to welcome the children back into the classroom.

If a child needs to talk to me after dinner time, I spend time with them where they are free to record their feelings or just simply give me a stroke and cuddle. They can also listen to some pre-recorded music on my files or watch and practise some mindfulness exercises to help them feel better.



13:25 – Afternoon Lessons

The afternoon lessons are an exciting time for me because I take part in lots of different activities.

I video science experiments and take photographs of observations that the children make in and outside the classroom. The children also make voice recordings, explaining what they have observed. They then stick the photographs in their books to evidence their work or use their videos or voice recordings to write up their explanations.

I enjoy videoing role-play activities in History, R.E and PSHE. I am very useful for videoing children who are reluctant to perform in front of others. They feel safe with me. I save the videos so the teacher can review them later.

Children use my voice recorder to share their thoughts on all sorts of topics. They can listen back to the recordings, as often as they like, which helps them to record their ideas in writing.

If we have P.E, children like to use me to film sequences that they're practising and new skills. They can then watch the videos immediately to see how they can improve. I'm also useful as an extra referee. Children are often much better at playing to the rules if I am watching and, if my camera is on, I can help to solve disputes.

I love being with the children when they're getting creative. The children use my camera to take photographs of their artwork at different stages and when it's finished. This is especially useful during DT projects when children use the pictures to write about each stage of the project. Again, because I am so easy to clean, I don't mind if I get a little splashed with glue or paint!



15:00 – Sharing Time

This is the time of day when children who have taken me home share my files which show all the wonderful activities the children used me for. It could be a whole range of things from a picture they've taken of their family, a photograph of something they've made, a video of somewhere they've been, a video showing a favourite hobby or a voice recording from interviewing a relative or of them singing a song!



15:20 – Home Time

This is probably my favourite part of the day when I am packed up safely and sent home with a child.

I love going home with children so they can share all the things they've done at school with their families. Teachers also record photographs, videos and voice recordings on me to help support children with their homework.

Often, I'll have some pre-recorded stories on my files too and I make an excellent reading buddy. Children can listen to the stories, read me stories and answer questions set by the teacher using the voice recorder.

When it is bedtime, the children might listen to one of my bedtime stories and some might set my alarm so we're both ready for another busy day at school.



Thank you for taking the time to explore how I can be used throughout the school day.

I have given you just an example of the many ways that I can be used to support the learning and wellbeing of children in and out of school.

I hope you have been inspired to utilise me across the curriculum and beyond to help create an inclusive learning environment where all children can succeed.



Storing Kitt's Data Safely

All data recorded by Kitt is stored to the micro-SD card located in the slot on the underside of the unit. No data is stored to internal memory. Kitt will not record when there is no micro-SD card inserted, however play mode and the classroom timer will still function normally.

Kitt does not require an internet connection and has no wireless capabilities. Kitt units cannot transmit data from unit to unit, or to any other wirelessly connected device.